

## Daily Lesson Plan

<b>Instructor(s):</b> 8 <sup>th</sup> Grade ELA Novel: Hunger Games by Susan Collins	<b>Date:</b>
<b>Lesson: Novel: Hunger Games by Susan Collins</b> <b>Parts of this lesson are taken from:</b> <a href="http://www.teacherspayteachers.com/Product/Hunger-Games-Trilogy-Presidential-Elections-Activities">http://www.teacherspayteachers.com/Product/Hunger-Games-Trilogy-Presidential-Elections-Activities</a>	<b>Novel: Hunger Games by Susan Collins</b>
<b>Lesson Preparation: Goals for Today's Lesson</b>	
<p><b>Essential Question(s):</b> Is truth the same for everyone?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p><b>Background/Overview:</b> In the first third of the book, we are introduced to our protagonist, Katniss Everdeen. Though she's only a teenager, she's a tough hunter who puts food on her family's table. Her father is dead and she lives with her mother and sister Prim in District 12 in the country of Panem. She hunts with a guy named Gale who is cute and might even have a thing for her, but who knows? Katniss is not very in touch with her mushy side.</p> <p>Every year the Capitol of Panem hosts an event called the Hunger Games where two "tributes" – a boy and a girl – are drafted from each of the twelve districts to be brought to an arena and fight to the death. (BTW, back in the day the word "tribute" referred to a payment to a ruler.) Only one person can win. This is to remind the country not to rebel – and for entertainment, of course. This year, unfortunately, Katniss's little sister is selected for the Hunger Games, so Katniss volunteers to take her place. Also selected is Peeta Mellark, the baker's son, who maybe has a teensy tiny crush on Katniss.</p> <p><b>Learning Objective:</b> Students will participate in a class discussion of the chapters 1-2 of <i>The Hunger Games</i> and work on their tiered questions.</p> <ul style="list-style-type: none"> <li>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</li> <li>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</li> <li>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> </ul>	
<p><b>CCLS for lesson: Standards:</b></p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis, 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	
<b>Materials/Resources:</b> Novel: Hunger Games by Susan Collins	
<b>Instructional Strategies (Differentiation of Teaching and/or activities):</b>	

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### Whole Group- Introduce Hunger Games by Suzanne Collins

Teacher asks students what they know about the book Hunger Games...if they have ever read it or seen the movie. Teacher encourages students to understand that the book is very different from the movie.

For students who are not familiar with the book or movie....teacher asks what they think the book is about just from viewing the front cover of the book.

Teacher then asks students to preview the book by reading the back cover of the text.

As teacher and students progress into the book...connect events in the book to real-life experiences:

### Have them delve even deeper with these questions:

- If Panem was a democracy, how would life be different for the district citizens? How would it be different for the Capitol citizens?
- Would there still be a Hunger Games each year? Why or why not?
- What should the voting age be? Why?
- Would there be age restrictions for those running for President? If so, why and what minimum age would you set? If not, why not?
- Would each district have their own leaders? What would they be called: governors? Mayors? Or something completely new?

### Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

### Students will do: (Skills)

**Identify** textual support and evaluate its meaning.

**Determine** the author's purpose and explain if the purpose was indeed accomplished.

**Determine** the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

**Create** written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

**Produce** clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

**Demonstrate** command of the conventions of Standard English capitalization, punctuation and spelling when writing.

**Use** appropriate transitions to the coherence of written texts.

**Add** relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

**Cite** textual evidence to support written responses and apply conventions of Standard English grammar.

**Write** informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.

### Mini-Lesson: Building Background/Activating Prior Knowledge

**Daily Lesson Plan**  
**(20% of the Lesson)**

<b>Vocabulary:</b>	
<b>Do Now:</b>	
<b>Mini Lesson:</b> <i>Steps for Building Background</i>	<p><b>Note Taking: Cornell Note-Taking Method</b></p> <p><b>Introduction of Hunger Games</b> <b>Short Essay Questions</b></p> <p>Students must describe what they've read, rather than just recall it.</p> <p><b>Short Essay Question - The Hunger Games, Part 1, Chapters One and Two</b></p> <p><b>1. What point of view does the author use to write this novel? From whose point of view is the novel told?</b></p> <p><b>2. What activity are Katniss and Gale participating in at the beginning of the novel? For what reason are they doing this? What dangers are posed by their actions?</b></p> <p><b>3. What happened to Katniss and Gale's fathers? Why are they now the providers in their separate families?</b></p> <p><b>4. What event is about to take place in District Twelve at...</b></p>
<p style="text-align: center;"><b>Students Practice &amp; Apply New Knowledge</b> <b>(60% of the Lesson)</b></p>	
<b>Group Work and/or Independent Work:</b>	<p><b>Tier II</b> <b>Use Cornell Notes to summarize chapters 1 and 2.</b></p> <p><b>Tier I</b> <b>After previewing and reading the first 2 chapters of Hunger Games</b> <b>Students will illustrate evidence of understanding the text.</b></p> <p><b>Tier III</b> <b>Use cornell notes to write a 1page essay focusing on the character Katniss?</b> <b>What do you think about her at this point in the novel?</b></p> <p><b>Tasks will be assigned at conclusion of the novel.</b> <b>Students must complete one out of two of the tasks below:</b> <i>Task 1: Show a deep understanding of an important theme contained in The Hunger Games or how the author used a particular recurring symbol to express important ideas within the story. Write a 2 page essay analyzing one important theme or symbol in The Hunger Games. Start with an introduction paragraph that introduces the book and the major theme or symbol and ends with a clear thesis statement that captures the reader's attention. Use several specific examples and at least one direct quotation from the book.</i></p> <p><i>Task 2:</i></p>

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